MAJOR IN EARLY CHILDHOOD EDUCATION

To meet university, college and Maryland State Department of Education licensure requirements in Core Curriculum and professional education courses, students must complete a unit program for graduation.

Early Childhood Education majors must confer with assigned adviser from the department each term to ensure that their planned program of study meets college, university and state requirements. This is particularly important if students are pursuing minors or if they are planning for additional certifications. Students also need to check with their departmental adviser prior to taking a course on a Pass grading option as courses in the major and courses required for certification cannot be taken using the Pass/Fail grading option.

ECED Practicums And Internship

Consistent with the College of Education policy on appropriate professional experiences, Department of Early Childhood Education pre-majors and interns will be provided a full range of progressively responsible and challenging observation experiences, practicums and internships in environments with students who are culturally varied and academically diverse, just as with the range of learners evident in all schools.

Internship decisions are made by the faculty in the Department of Early Childhood Education and in conjunction with the College of Education's Center for Professional Practice. As stated by the College of Education and supported fully by the Department of Early Childhood Education, placement assignments are made irrespective of the personal preference and/or geographic convenience of interns.

ECED Capstone Internship III Criteria

Admission into the Capstone Internship III requires a minimum cumulative GPA 3.00, with no course grade less than C.

All interns in Teacher Education programs at Towson University are required to undergo a criminal background check *before* entering the internship.

Internship III

A maximum of 15 units may be taken during the Internship III term. Approval from the chair of the Department of Early Childhood Education required for additional course.

* Additional course enrollment is discouraged.

MSDE Licensure

To be licensed in Maryland as an Early Childhood educator, candidates must submit an application and complete and achieve the mandated scores for Praxis II-Subject Assessments/Specialty Area tests. Specific details on applying for initial teaching licensure, including current testing requirements, can be found on the Maryland State Department of Education website.

Requirements

This is a screened program. Please see the admission requirements for additional information.

The Early Childhood Education major requires 66 units of Core/pre-professional coursework and 62 units of professional coursework for a total of 128 units. Students must complete a minimum of 30 units in the major at Towson University.

A minimum major GPA of 3.00 is required. The Pass (PS) grading option may not be used for any of the following required courses.

Minimum requirements for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship are outlined on the Standards for Teacher Education page in the Undergraduate Catalog.

Code	Title	Units
Pre-Professional Required Courses		
English		
ENGL 102	WRITING FOR A LIBERAL EDUCATION (Core 2)	3
or ENGL 190	HONORS WRITING SEMINAR	
Core 5 Arts and Humanities English (ENGL) course		3
ENGL xxx	English Elective	3
Mathematics		
MATH 204	MATHEMATICAL CONCEPTS AND STRUCTURES I	4
MATH 205	MATHEMATICAL CONCEPTS AND STRUCTURES II (Core 3)	4
MATH 251	ELEMENTS OF GEOMETRY	4
Science		
BIOL 120 & 120L	PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (Core 8)	4
PHSC 101	PHYSICAL SCIENCE I (Core 8)	4
Science Elective [1]		4
Social Studies		
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)	3
or HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	
PSYC 101	INTRODUCTION TO PSYCHOLOGY (Core 6)	3
Core 12 Global Perspectives Course [2]		3
Additional Required Courses		
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (Core 10)	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)	3
SCED 304	EDUCATION, ETHICS AND CHANGE (Core 14)	3
TSEM 102	TOWSON SEMINAR (Core 1)	3
Core 4 Creativity and Creative Development Course		3
Professional Prerequisite Courses		
ECED 103	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	3
ECED 201	EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION	3

Code	Title	Units
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Total Units		**66**

Code	Title	Units
Professional Course Work		
Term 5 (apply to major)		
ECED 315	INFANCY AND TODDLERHOOD DEVELOPMENT AND INTERVENTION	3
ECED 321	FOUNDATION OF READING & LANGUAGE ARTS	3
ECED 407	INTERACTIVE TECHNOLOGY AND THE YOUNG CHILD	3
ECED 422	WRITING TECHNIQUES FOR TEACHERS IN EARLY CHILDHOOD EDUCATION (Core 9)	3
ECED 461	TEACHING THE INTEGRATED ARTS IN EARLY CHILDHOOD	3
Term 6 - Internship I		
ECED 341	PRE-PRIMARY CURRICULUM	3
ECED 343	PRE-PRIMARY PRACTICUM	3
ECED 360	EARLY LITERACY: BEST PRACTICES AND MATERIALS	3
ECED 417	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3
ECED 460	DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD EDUCATION SETTINGS	3
SCIE 371	TEACHING SCIENCE IN EARLY CHILDHOOD	2
Term 7 - Internship II		
ECED 342	PRIMARY CURRICULUM	3
ECED 344	PRIMARY PRACTICUM	3
ECED 361	TEACHING READING IN THE PRIMARY GRADES (1-3): BEST PRACTICES AND MATERIALS	3
ECED 429	PRINCIPLES AND PRACTICES OF READING AND LANGUAGE ARTS ASSESSMENT	3
MATH 321	TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION	3
Term 8 Internship - III		
ECED 351	INTERNSHIP. PRIMARY	6
ECED 352	INTERNSHIP III: PREPRIMARY	6
ECED 421	PROBLEMS IN EARLY CHILDHOOD EDUCATION	3
Total Units		**62**

[1] Must be selected from one of the following disciplines: Astrophysics (ASTR), Biology (BIOL), Chemistry (CHEM), Computer Science (COSC), Geology (GEOL), Physical Science (PHSC) or Physics (PHYS).

[2] Must be selected from one of the following disciplines: Anthropology (ANTH), History (HIST), Geography (GEOG), Philosophy (PHIL), Political Science (POSC) or Religious Studies (RLST). Courses from other disciplines must be approved by the Department of Early Childhood Education.

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Capstone Internship III

A maximum of 15 units may be taken during the Capstone Internship III term. Additional course enrollment must be approved by the Early Childhood Education Department Chairperson.

Four-Year Plan of Study
Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
ECED 103	3	MATH 205 (Core 3)	4
MATH 204	4	EDUC 202 (Core 10)	3
PSYC 101 (Core 6)	3	HIST 145 or 146 (Core 11)	3
Core 1 or Core 2	3	Core 2 (or Core 1)	3
Core 4 (May not be ENGL course)		Core 5 (ENGL Course)	3
	13		**16**

Sophomore

Term 1	Units	Term 2	Units
English elective	3	BIOL 120 & 120L (Core 7)	4
MATH 251	4	PHSC 101 (Core 8)	4
Science elective	4	Core 12 (Must be Social Studies Course)	3
ECED 201	3	SCED 304 (Core 14)	3
EDUC 203 (Core 13)	3	SPED 301	3
	17		**17**

Junior

Term 1	Units	Term 2	Units
Apply for ECE program admission		ECED 341	3
ECED 315	3	ECED 343	3
ECED 321	3	ECED 360	3
ECED 407	3	ECED 417	3
ECED 422 (Core 9)	3	ECED 460	3
ECED 461	3	SCIE 371	2
	15		**17**

Senior

Term 1	Units	Term 2	Units
ECED 342	3	ECED 351	6
ECED 344	3	ECED 352	6
ECED 361	3	ECED 421	3
ECED 429	3		
MATH 321	3		
	15		**15**

Total Units 125

Learning Outcomes

NAEYC Standard 1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

1a.Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

3a: Understanding the goals, benefits, and uses of assessment including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

NAEYC Standard 4. Using Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching / learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

NAEYC Standard 6. Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

NAEYC Standard 7. Early Childhood Field Experiences

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood in at least two of the three early childhood age groups (birth age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).
7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth age 3, 3-5, 5-8)
7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)